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ABSTRACT

This first in a series of six teaching modules on self-awareness is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for three units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

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PROJECT S.P.I.C.E.

SPECIAL PARTNERSHIP IN CAREER EDUCATION

SELF AWARENESS

A TEACHING MODULE

AUGUST, 1979

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

Project S.P.I.C.E. (Special Partnership In Career Education) was conceived as a means of providing career awareness and exploration information to junior high aged educable mentally handicapped students. Six modules have been developed for the Project S.P.I.C.E. curriculum. These six modules are designed to meet the following elements of the National Standard Career Education Module:

1. Career Awareness
2. Educational Awareness
3. Economic Awareness
4. Beginning Competency
5. Decision Making
6. Employability Skills
7. Self Awareness
8. Attitudes and Appreciations

The six modules are entitled:

1. Self Awareness (Standard 7)
2. Attitudes and Appreciations (Standard 8)
3. Career/Educational Awareness (Standards 1, 2)
4. Decision Making/Beginning Competency (Standards 4, 5)
5. Economic Awareness (Standard 3)
6. Employability Skills (Standard 6)

Each module follows the same format: an overview and an activities section.

The overview includes: Module Objective; Student Performance Objectives; Module Organization; Module Utilization; Assessing Student Activities.

Following the overview are the activities of the module. The directions in the overview inform you of any necessary, additional materials needed for the completion of the module. Also, estimated time spans are included to help you schedule activities.

The modules are not intended to be strict rules for implementing a program, rather they are to be considered as guidelines and suggestions. You should feel free to alter, add, or exclude any of the activities included in the modules.

Materials for the Project S.P.I.C.E. Curriculum include:

1. Original materials designed by Project S.P.I.C.E. personnel and teachers.
2. Materials adapted from The Valuing Approach to Career Education, 6-8 Series, published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas, 76710.
3. Good Work, Choosing an Occupation, and Personal Finances, three workbooks from the Employability Skills Series published by the Florida Department of Education, Division of Vocational Education, published by the Center for Career Development Services, Florida Department of Education, Knott Building, Tallahassee, Florida 32304.

4. "Project GROW" - Gaining the Realities of Work through Career Education Activities. Published also by the Center for Career Development.
5. Activities adapted from Career Education Services, funded by the Office of Career Education, U. S. Office of Education, prepared by Health Education Research, Inc., 875 North Michigan Avenue, Suite 1850, Chicago, Illinois, 60611.
6. Commercially produced materials, Entering The World of Work, McKnight Publishing Company, Bloomington, Illinois, 61701; Don't Get Fired!: 13 Ways To Hold Your Job and Janus Job Planner, Janus Book Publisher. 3541 Investment Blvd., Suite 5, Hayward, California, 94545; People of the Forest: A Study in Human Values published by the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois, 60614; P.I.E.S. (Picture Interest Exploration Survey) published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas, 76710; Career Insight and Self Awareness Games, published by Houghton Mifflin Company, Boston, Massachusetts; Real World, a newspaper published by King Features Syndicate, Inc., 235 East 45th Street, New York, New York, 10017.

The career awareness and exploration program you establish for your students must meet their needs, just as Project S.P.I.C.E. met the needs of our students. Remember, Project S.P.I.C.E. is not a curriculum to be introduced in place of

an existing program but should be viewed as a method for infusing career awareness and exploration activities into the on-going curriculum.

Welcome to Project S.P.I.C.E. We hope you find it as exciting and successful as we have.

OVERVIEW

MODULE OBJECTIVE

Students will develop an increased knowledge of how interests and abilities relate to their futures.

STUDENT PERFORMANCE OBJECTIVES

1. The student will show increased self-awareness by stating:
   A. abilities, B. values, C. activities in which to participate, D. personal characteristics and E. context, i.e., social and familial.
2. Given a list of fifteen personal goals, the student will indicate which are short-range and which are long-range.
3. The student will state his or her abilities to obtain career information.

MODULE ORGANIZATION

This module is designed to help students become aware of characteristics about themselves. The module includes three units containing 26 learning activities.

Unit I: Students are introduced to awareness of self and family, with emphasis on gaining knowledge about their personality, values and abilities.

Unit II: Students will become aware that by setting personal goals they can succeed at home, school,

and at work. They will study different types of goals, barriers to goal attainment and develop plans to achieve their goals.

Unit III: Students will explore a variety of sources and methods to use in obtaining career information. They will develop skills necessary for locating information and contacting persons in the community.

Throughout the course of this module, peer interaction, community career consultants, classroom instruction and parental involvement should be used to facilitate learning.

MODULE UTILIZATION

The units in this module may be taught in any order; however, Unit 1 contains activities which will help prepare the students for subsequent module activities. The most effective procedure for implementing this module would be to extend the activities throughout the program, though the units can be presented in a shorter time period. Many of the concepts presented in this module are referred to in Module 4 - Decision Making/Beginning Competency.

This module contains 21 activity sheets; however, you will need to provide the following materials, activities and consultants:

Unit I: Social Studies-Activity One: Biographical Information

Unit II: Social Studies-Activity Three: Situations involving conflict on the job.

Unit III: Language Arts-Activity One: Interview questions
Language Arts-Activity Two: Information on career clusters, Occupational Outlook Handbook, telephone directory, help wanted ads, career consultants (optional).

ASSESSING STUDENT ACHIEVEMENT

Student achievement can be assessed in two ways: A. by evaluating the quality of each student's participation in the activities of the module, and B. by administering the test at the end of this module.

A. Students participate in a variety of learning activities all of which are intended to help them achieve one or more objectives. Performance criteria can be established for each activity, and student achievement can be evaluated based upon their participation.

B. Student attainment of the first performance objective can be measured by having the student complete the "Tell Me About Yourself" test. (See page 23) This test involves an oral or written description of self which can be administered in five minutes.

The second performance objective can be evaluated using the Goals Test instrument which requires the student to read goal statements and classify them as short or long range goals. (See page 25)

Attainment of the third performance objective can be evaluated using the Self-Awareness instrument which involves multiple choice questions for students to answer based on their ability and willingness to obtain career information from workers and community career consultants. (See page 24)

LEARNING ACTIVITIES

Unit I

Through the Looking Glass

Student Performance Objective

The student will show increased self-awareness by stating:

1. Abilities
2. Values
3. Activities in which he or she can participate
4. Personal characteristics
5. Context, i.e., social and familial

Subject Area(s) - Language Arts

Activity One - We Are All Unique

This "warm up" activity will help students become better acquainted and increase their appreciation of self and others. The students are asked to raise their hand to indicate a positive response to the following questions:

1. Can you sing or play a musical instrument?
2. Do you know how to cook?
3. Are you left handed?
4. Do you know how to sew?
5. Do you like to draw or paint pictures?
6. Do you enjoy participating in sports?
7. Can you speak a foreign language?
8. Do you like to dance?
9. Can you ride a horse?
10. Are you a good swimmer?

These are examples of the types of questions that can be used to involve students in thinking about their similarities and differences in relation to others.

The students are encouraged to view themselves and others in terms of the unique qualities they possess and to spend time talking with other students in small groups.

Conclude this activity by discussing what the students have learned about themselves and others. Emphasize the importance of developing skills necessary for relating to others and work with the students to plan activities which will strengthen these skills.

Activity Two - I Am . . . Worksheet

In order to aid the students in developing an awareness of self, present the "I Am" worksheet and ask students to list as many words or phrases as possible in each of the categories. (See page SA-1) The categories provide the students with personal information contained in each of the five areas listed in the performance objective.

Activity Three - The Mystery of Me

This activity expands on the self-assessment skills which began in Activity Two. The worksheet provides a variety of stimuli to promote introspection in the students through the use of open ended statements that they complete about themselves. (See page SA-2)

After the students have completed "The Mystery of Me" sheet, explain that they will be able to use their new friendships and interpersonal relating skills to begin solving "The Mystery of Me" for themselves and others in the group. The students exchange papers, preferably with someone who does not know them very well, and, from the "clues" listed on the front of the sheet, they decide on three occupations for which they feel that student would be suited. The students then return the papers to their owners and discuss their recommendations. Through the discussion of the occupations listed by their partner, the student can re-evaluate his or her career objectives based on the new information or perspective gained.

Activity Four - The Foreign Agent

Introduce this activity by assigning the students to play the role of a secret agent who has been assigned to work with another agent on a top secret mission. The student is then asked to write a letter to the partner agent, which will include as much information about him/her self as possible, so that they can work together as a team to make the mission a success.

Add further interest to this activity by suggesting that the students develop a secret code using numbers or symbols when writing their letters, after they have written the letter in standard form.

This activity emphasizes creative writing as well as the mechanics of writing concise sentences and composing a letter. This activity can also be used as a social studies lesson if the students are asked to choose a country where the partner agent would be stationed. The students could locate the country on the map, study major resources, cities, landmarks, and trade routes in relation to the assignment.

Activity Five - Me, Myself and I

The personality rating scale, "Me, Myself and I", gives students the opportunity to look more closely at themselves in terms of specific personality traits. (See page SA-3) The vocabulary words may need to be explained or altered to fit student needs.

The students should complete the rating scale, study their responses and list on the back of the activity sheet those occupations that they feel best suit their personality. The teacher may want to list occupations on the chalkboard the students are familiar with in order to aid them in compiling their list.

Activity Six - Value Word Search

Introduce this word puzzle by defining values and their importance in developing life goals. The students are given this activity sheet to reinforce their knowledge of vocabulary words associated with values. (See page SA-4)

Activity Seven - Value Inventory

This activity includes vocabulary words and concepts which require teacher explanation.

The students are asked to rank order the responses in terms of importance based entirely upon their own feelings and experiences. (See pages SA-5-11) Have the students decide which value they have represented with their responses. The teacher may want to list a number of value areas for student reference on the chalkboard.

Activity Eight - Your Values and Your Job

Now that the students have defined some of their values, they are ready to compare and contrast them with familiar occupations. If student knowledge concerning occupations is very limited, this activity should be postponed until a variety of occupations have been studied.

Present the student activity chart. (See page SA-12) The teacher will need to read the introductory paragraphs with the students to help them with new vocabulary words. The students should complete the charts individually, then form small groups to discuss and compare the occupations they listed in each category.

Activity Nine - And Now, A Word About Myself

This vocabulary list can be used in a variety of ways. Aside from familiarizing the students with key words necessary for self, educational and career awareness, the list can also be used to develop many types of learning games. (See page SA-13) These words can be made into flash cards, concentration or matching games, bingo, and numerous teacher made game boards which can be adapted to any reading level and can be played by small or large groups of students.

Activity Ten - I Am Proud Of . . .

Devote a large bulletin board to student projects, photographs, "I Am Proud Of. . ." statements, awards, art work and any other items showing pride or recognition that the students are willing to share. Keep the board interesting by changing it weekly and encourage all students to use creativity in their contributions.

Activity Eleven - Milestones

Students will develop an awareness of the important events in their lives which have influenced their development.

Introduce the lesson by discussing the definition of milestone: "An important event or turning point in one's history or career."

Explain that they will be studying the milestones that have affected their lives which resulted directly from their actions.

The students will then consider those milestones which have occurred as a result of the actions of others, or from events outside of their control.

Using a cause and effect approach, the students should evaluate the "milestones" in their past and define some of the changes in their lives which resulted from those events. The students should:

1. Decide whether these changes were positive or negative.
2. Analyze whether or not they responded appropriately to the change.
3. Look for patterns in the type of events they feel were influential.
4. Determine whether the event was a result of their actions or actions of others.

The students can also benefit from looking at the way they react to major events or changes in their lives. (See pages SA-14 & 15)

Activity Twelve - Getting It All Together

This activity synthesizes information learned in this module concerning values, abilities and personality traits, as well as information covered in the career awareness module. To complete the chart students should be aware of at least five occupations that interest them. (See page SA-16)

The teacher should encourage the students to discuss their occupational choices and the reasons behind those choices with the group, especially those which relate to their perceived goals ten years from now.

Unit I

Through the Looking Glass

Subject Area(s) - Social Studies

Activity One - What Makes Someone Famous?

This activity increases student awareness of the importance of personality traits in making choices about future activities. Students will explore awareness of their own self image through studying a biography of a famous American and examining character traits of their subject and themselves.

As an introduction have the students complete the "Facts About Me" worksheet. (See pages SA-17, SA-18)

The teacher can offer suggestions and aid the students in selecting a famous American, past or present. that they would like to learn more about. The teacher, no doubt, will have to utilize the media center and outside resources to provide the students with biographical material on the persons of their choice.

Assign students to write a one or two page biographical sketch. The students will then be asked to share their sketches to compare and contrast basic character traits of the famous persons.

Present the "What Makes Someone Famous" worksheet which will allow them to rate, according to importance, each of the character traits and decide to what degree each trait applies to the person studied and to themselves. (See page SA-19)

Assign students to select a succesful person that they know and find out the following information:

1. Childhood or family history
2. Personality traits
3. Education and training
4. Outstanding accomplishments
5. Use of leisure time
6. Possible reasons for success
7. Career changes which have occurred

The students can share this information with their classmates by preparing an oral report, poster, biographical sketch or by presenting a skit.

Activity Two - The Environment, Lifestyles and Occupations

Students will explore their community to gain an awareness of the influence environment exerts upon lifestyle and occupational choice.

Introduce this activity by discussing the environment of your community as it relates to job opportunities.

1. Plan an on-site visit to an area in your community which affects occupations due to geographic or environmental composition. An example would be a harbor, beach or inlet where students can see occupations directly related to the area such as tourist attractions, commercial fishing companies, marinas, boat repair, and bait and tackle shops.
2. Have the students list as many jobs as they can which relate specifically to the area.
3. Have the students consider the type of area where they would like to live. Would they prefer to live in a warm or cold climate? Would they like to live in a mountainous region? Would they choose to live on land or near a body of water? Would country or city life appeal to them? How would this influence their lifestyle, attitudes or career opportunities? Remember to emphasize values, interests and abilities to aid the students in making decisions.
4. To add a language arts activity, compose a spelling or vocabulary list from the on-site experience or have students write stories, poems and articles about the area or the on-site visit.

Activity Three - Family Career Tree

The purpose of this activity is to increase student awareness of family history and career information. Introduce the activity with a brainstorming session about family origins. Make a list on the board of the nationalities represented in your class and discuss the "melting pot" concept where ethnic groups lose their identities and all become Americans, and the "salad bowl" concept where ethnic groups retain their identities which when added together result in a total America.

Provide each student with a copy of the "Family Career Tree" activity sheet (see page SA-20).

Have students gather the following information from their parents, brothers, sisters, grandparents and other relatives:

1. Full names
2. Ages, dates of birth and death
3. Place of birth
4. Career information

Have the students complete the activity sheets and share them as a class or in small groups. Be sure to include in the discussion such questions as the following: What types of occupations appear within each family?; Are there patterns within families?; What kinds of careers do the women and the men have?; Are the children's careers similar to those of their parents?

Encourage students to share interesting bits of family history.

Conclude the activity by having the students consider changing places with one person on their family tree whose career they would like to have. Ask them who they would change with and why and what their life might be like if they could make the change.

Unit I

Through The Looking Glass

Subject Area(s) - Math/Science

Activity One - Where There's A Will, There's A Way

Students will be aware that many occupations are a direct result of a specific need.

Begin this activity by discussing the statements:

"Where There's A Will, There's A Way."
"Necessity is the Mother of Invention."

Ask the students to name some inventions and scientific breakthroughs that have led to the development of new occupations. Be sure to emphasize the people behind these significant discoveries who have maximized their potential to develop creative ideas that have changed the world. Some examples are found on the student activity sheet. (See pages SA-21, SA-22)

The following suggestions can be used in conjunction with the activity sheet:

A. Assist the students in listing past inventions that were developed as a result of a need or want. Include dates if possible. Assign students to research and report on one present day invention that has made life easier. (e.g. microwave ovens)

B. Using mural paper, drawing materials and a chalkboard, have the students construct a time line of inventions and list the careers which have resulted from them.

C. Ask the students to define present day needs and ways to satisfy those needs. Each student should invent a product, machine or material to be used to improve the quality of life as related to their list of needs. Have the students list as many jobs as they can which relate to their inventions.

This activity was adapted from teacher and student activity pages found in Career Education Service, Volume II, Number 3, Grades K-8, November 1978, funded by the Office of Career Education, U. S. Office of Education. For further information contact Health Education Research, Inc., 875 North Michigan Avenue, Suite 1850, Chicago, IL 60611.

Activity Two - Is Science For You?

Community Career Consultants will reinforce the importance of personal traits and interests in occupational success, specifically in the field of science.

Prepare the students for a mini career day where they will be given the opportunity to interview persons representing science-related occupations. Help the students develop interview questions including the following areas:

1. Interest
2. Personality Traits
3. Educational Requirements
4. Skill Requirements
5. Prerequisite Training
6. Job Responsibilities and Duties
7. Fringe Benefits
8. Advantages and Disadvantages

Invite the consultants and allow the class to interview them.

Have students choose an occupation they learned about during the career day and have them complete the following:

1. List in rank order the personal traits and interests he or she thinks are important to do well in the occupation.
2. List in rank order of importance his or her own traits and interests.
3. Ask students to discuss why they think they would or would not succeed or be happy in the occupation they studied. Be sure to have students compare and contrast the traits and interest lists they have made.

This activity was adapted from Career Education Service, Volume II, Number 3, Grades 9-12, November, 1978.

Activity Three - How Do You Spend Your Time and Money?

Students will analyze their personal activities which use math skills.

1. Begin by having the students begin activity #3 which asks them to list 15 activities they do at home, work or school. (See pages SA-23, SA-24) Have students include any time consuming activity such as shopping, swimming, reading, watching T.V. or talking with friends.

2. The students should complete Activity 3 which instructs them to think about their daily activities in terms of the variety and frequency of occurrence. The analysis chart covers the following three areas:
   A. Cost - The dollar amount of the cost of the activity; such as, the price of a movie ticket, record album, bus ticket or whatever expense is involved.

B. Planning - Students put a check in this category if the activity required planning.

C. Maturity - Students put a check in the column marked N5 for every activity they could not do five years ago.

3. Have students rank the activities on their list by choosing the top five and the bottom five in terms of preference. Discuss any patterns that emerge from their choices. Each student can look for patterns in his/her own paper and the class can analyze the group responses such as, the number of students who enjoy listening to records, the number of activities which require at least $5.00 or no money at all, and the number of activities which require some type of math skill.

Example:	TOP FIVE	BOTTOM FIVE
	playing basketball	doing chores

4. Direct the students to answer the ten questions found on the back of the worksheet. Discuss the answers in terms of what they have learned about their use of time, spending habits, organization, and new accomplishments. Prepare a chart using student responses from questions 9 and 10.

Math is important because:	I use Math in these activities:

Initiate discussion as to the relevance of math to interests, needs and life goals.

Adapted from: Career Education Service, Volume II, Number 2, October, 1978, funded by the Office of Career Education. For further information contact Health Education Research, Inc., 875 North Michigan Avenue, Suite 1850, Chicago, IL 60611

Unit II

Looking At Life

Student Performance Objective

Given a list of fifteen personal goals, the student will indicate which are short-range and which are long-range.

Subject Area(s) - Language Arts

Activity One - Tommy Nogoals

Discuss the importance of setting personal goals and ask the students to give examples of short-range goals; such as, I want to finish my book report, I want to get an A on my next test, and long-range goals; such as, I want to earn a high school diploma, I plan to open a business of my own. The teacher should ask the students to brainstorm goal statements and decide whether they are long or short-range. The students should also discuss the motivation behind certain goals such as monetary gain, independence, fun, friendship, or prestige.

Have the students read the story about Tommy. (See pages SA-25, SA-26) The students should be given time to discuss Tommy's dilemma and compare their feelings about goals with the ones expressed in the story.

When the students have reached a conclusion about Tommy and his need for goal setting, have them complete the activity page by making decisions concerning the short or long-range effects of each of the goal statements.

Activity Two - You're the Goalie

Conduct a review of goals and instruct the students to complete the activity sheet which requires them to categorize goals as short or long-range and place them correctly on the soccer field. (See page SA-27)

Allow one point for each goal that is correctly placed on the field. Have students score their papers.

The students will practice writing short and long-range goals as indicated at the bottom of the activity page.

Unit II

Looking At Life

Subject Area(s) - Social Studies

Activity One - We Are All Explorers

Students will practice writing relevant goals and study the goals set by famous explorers that have changed the course of history.

This activity should be included in a unit of study on famous explorers and their explorations. Emphasize that many of the decisions that have influenced the course of history have been based on tentative goals that have led to future goals and consequent discoveries. Present the student activity sheet. (See page SA-28) The student will write a personal goal that he/she has and list ways to begin achieving that goal.

The teacher should encourage students to share their goals and discuss the plans they have to reach those goals. Review the importance of planning short-range goals which will lead to the attainment of long-range goals. Explain that many plans and goals will have to be adjusted as the students' values, interests, abilities, knowledges, and attitudes change throughout their lives.

Activity Two - Jumping Your Own Hurdles

Attainment of personal goals will occur as a result of identifying perceived and real barriers which interfere with personal and social development.

Present the student activity sheet, Jumping Your Own Hurdles, (see pages SA-29, SA-30).

1. Tell the students to write at the top of the activity sheet something they would like to do or a decision they would like to make. This should be an action which they are having some difficulty taking or which they are afraid to take.
2. On the activity sheet have them list all the perceived or real barriers, both within and outside themselves, which seem to be keeping them from acting.
3. At the bottom of the paper have students list steps they should take to help remove or reduce each of the barriers. Have them develop a plan of action using the steps.
4. The students should study their list of barriers very carefully and identify those that are real by writing the letter "R" next to the barrier and those that are imagined by writing the letter "I".

5. Ask the students to study their list of barriers again to identify which ones are internal, from within themselves, and which ones are external, determined by people and things outside themselves.

   This activity may be done individually or in small groups, with each member taking turns talking and receiving help from the group. The group can help in identifying barriers and planning steps to be taken to remove barriers.

Activity Three - Can You Handle It?

Students will identify specific conflicts or barriers which impede achievement, the major source of the conflict, the values involved, and the techniques used to deal with conflict.

In Activity three(see page SA-31) the student listed perceived and real barriers to a personal goal and listed possible steps to overcome those barriers. This activity provides in-depth study into the major source(s) of the conflict to determine whether the barrier involves people, money, time or skill. The students will determine what values and techniques are related to the conflict and what abilities they can use to overcome the conflict.

The following are common techniques used to deal with conflict:

1. Compromise: "I'll wash the car if you wash the dog."
2. Avoidance: "Let's talk about this tomorrow."
3. Withdrawal: "I quit."
4. Aggression: "I'm going to pass the test no matter what."
5. "Win-Lose" Struggle: "If I can't have it my way, I won't go."
6. Third party Intervention: "Let's ask Debby what she thinks."

Be sure the students understand the techniques by asking them to give examples.

1. Present the activity chart (see page SA-31) and assist students as needed.
   Conduct a large or small group discussion concerning the students' charts.

2. Provide students with hypothetical situations which contain conflicts on the job. Assign students to complete a chart based on the job conflicts and have the class discuss the results.
   Example: Jose works as a cook at the Quickee Burger Drive-In Restaurant. Jose was working on Friday night when he noticed one of the waitresses eating french

fries and drinking a milk shake. The boss, Mr. Friend, has a rule against employees eating or taking food they have not paid for. Jose tried to talk with the waitress about the problem and she said there was no way he could prove anything. She told Jose that she would tell Mr. Friend that it was Jose who took the food. What would you do if you were Jose?

Activity Four - Reach For The Stars

The purpose of this activity is to assist students in planning a time schedule for their goals.

The students should now be familiar with short and long-range goals, barriers to goal achievement and techniques to overcome those barriers.

Discuss the following questions:
1. Why is it important to write down your goals?
2. Is it easier to work toward dreams, wants or needs? Why?
3. Why is it important to have dreams?
4. Why do many people fail to reach their goals?
5. How can your want be someone else's need?
6. How do you know which goals to start on first?

Present the "Reach For The Stars" goal schedule sheet (see page SA-32).

Instruct the students to write goals for each of the categories that can be achieved in one year, two years and three years. Have the students share and discuss their goals as a class or in small groups.

Unit III

Discovering For Myself: A Beginning Look At Careers

Student Performance Objective

Students will state their abilities to obtain career information.

Subject Area(s) - Language Arts

Activity One - Hello World!: The On-site Visit

Students will demonstrate communications skills for obtaining information concerning careers.

In preparing students for the on-site visit, be sure to stress that the student's role should be that of a newspaper reporter who is there to learn and record as much about the occupation as possible. (Information concerning on-site visits can be found in the Career/Educational Awareness Module.)

Allow students ample time to become familiar with the interview questions and assign them practice sessions for interviewing classmates, teachers, parents and neighbors. The speech or journalism teacher may be able to provide further tips on successful interviewing and aid the students in relaxing before a group when speaking. This is very important because the students will not only be talking with unfamiliar people on the job site, but will also be sharing their knowledge with other students at school.

Activity Two - Pick A Cluster

Introduce Career Clusters to provide the student with a basis for studying occupations.

Present the activity sheet. (see page SA-33)

The students will be assigned to review career clusters and decide which three clusters they would like to study.

Instruct students to look carefully at the three clusters in order to find five job titles for each. Provide the following resources if needed: 1) your media center; 2) school counselor or occupational specialist; 3) Occupational Outlook Handbook; 4) help wanted ads; 5) yellow pages; 6) community career consultants.

Ask students to select the five jobs from the 15 they listed that interest them the most and classify each in the following terms:

JOB TITLE	DO I HAVE THE ABILITY TO LEARN THIS JOB	IS THIS JOB AVAILABLE IN MY AREA	WILL IT HELP ME REACH MY LIFE GOALS

Have the students place a Yes or No in each column to answer the questions for each of the five jobs listed.

Conclude the exercise by having the students review their five choices and select their number 1 or top choice. Have the students share their choices and reasons for those choices in small or large groups.

Self Awareness

Unit I, II and III

Subject Area(s) - All Subjects

Activity One - Career Insights and Self Awareness Games

Harold L. Munson and Gilbert C. Gockley, Houghton Mifflin Company, Boston, 1973.

This kit contains six learning games which provide career information and stimulate self awareness in the areas of interests, values, aptitudes, temperaments, physical characteristics, goals, and work preferences.

The games are non-competitive because they involve statements of values, feelings and goals which contain no right or wrong answers. Each player is encouraged to explore these concepts and share their ideals with others in the group. Every player has a chance to contribute as well as listen to what the other players feel and think so that acceptance and understanding can be strengthened.

Along with a facilitator's guide for each game, the kit contains duplicating masters to provide activity sheets for individualized activities.

Activity Two - The Valuing Approach to Career Education, 6-8 Series

Published by Education Achievement Corporation, P. O. Box 7310, Waco, Texas, 76710.

Many self-awareness activities are found within these three sets of detailed lesson plans for grades six through eight which involve students in clarifying their personal values in relation to the world of work. The material includes facilitators' guides, duplicating masters, pre-post tests, and board games.

ASSESSMENT INSTRUMENTS

TELL ME ABOUT YOURSELF

You will have 5 minutes to write statements about yourself.
Please notice the 5 topics. Include statements under each topic.

PERSONAL/PHYSICAL _____

_____

_____

_____

VALUES _____

_____

_____

_____

ABILITIES _____

_____

_____

_____

FAMILY/SOCIAL _____

_____

_____

_____

ACTIVITIES _____

_____

_____

_____

_____

Name _____ 33

SELF AWARENESS
ABILITY TO OBTAIN CAREER INFORMATION

Instructions: Indicate whether you agree, disagree or are undecided about the statements below concerning your ability to obtain information about a career in which you are interested. Place an "X" in one of the boxes.

	YES	UNDECIDED	NO
1) I feel I can talk with workers or employers about jobs.			
2) I know the questions to ask to find out about a job.			
3) When visiting a place of employment, I notice the workers rather than the things for sale.			
4) I know alot of places where people work that I could go to find out about jobs.			
5) When visiting a place of employment, I notice the tools that the workers use.			
6) I know things to look for when I am watching a worker.			
7) When I have finished talking with a worker, I have a good picture of his or her occupation.			
8) After an on-site visit, I can tell others about what I learned from the workers.			
9) I know what questions to ask people about the tools they use on their job.			
10) I would be willing to go visit a work place and interview workers alone.			

GOALS TEST

Instructions: Read each of the goals listed below. Mark the goal as being either short or long range by putting a mark in the proper column.

Definitions-

Short Range - a goal that can be accomplished quickly, usually in less than a month.

Long Range - a goal that will require a long series of actions, usually over the period of a year or more.

Goal Range		
Long	Short	
____	____	1) I want to be able to retire when I am 55.
____	____	2) I want to own an island in the South Pacific.
____	____	3) I want to save $20.
____	____	4) I want my children to go to college.
____	____	5) I want to graduate from high school.
____	____	6) I would like to go on a world cruise.
____	____	7) I want to play well in the next game.
____	____	8) I have to finish my book report.
____	____	9) I need to mow the lawn.
____	____	10) I am trying to get a date for the dance.
____	____	11) I am saving money to get a new car.
____	____	12) I am planning to open a business of my own.
____	____	13) I am going to buy a hamburger after school.
____	____	14) I want to go to college.
____	____	15) I want to get an "A" on my next test.

STUDENT WORKSHEETS

Unit I

Language Arts

Activity Two

"I Am. . ." Worksheet

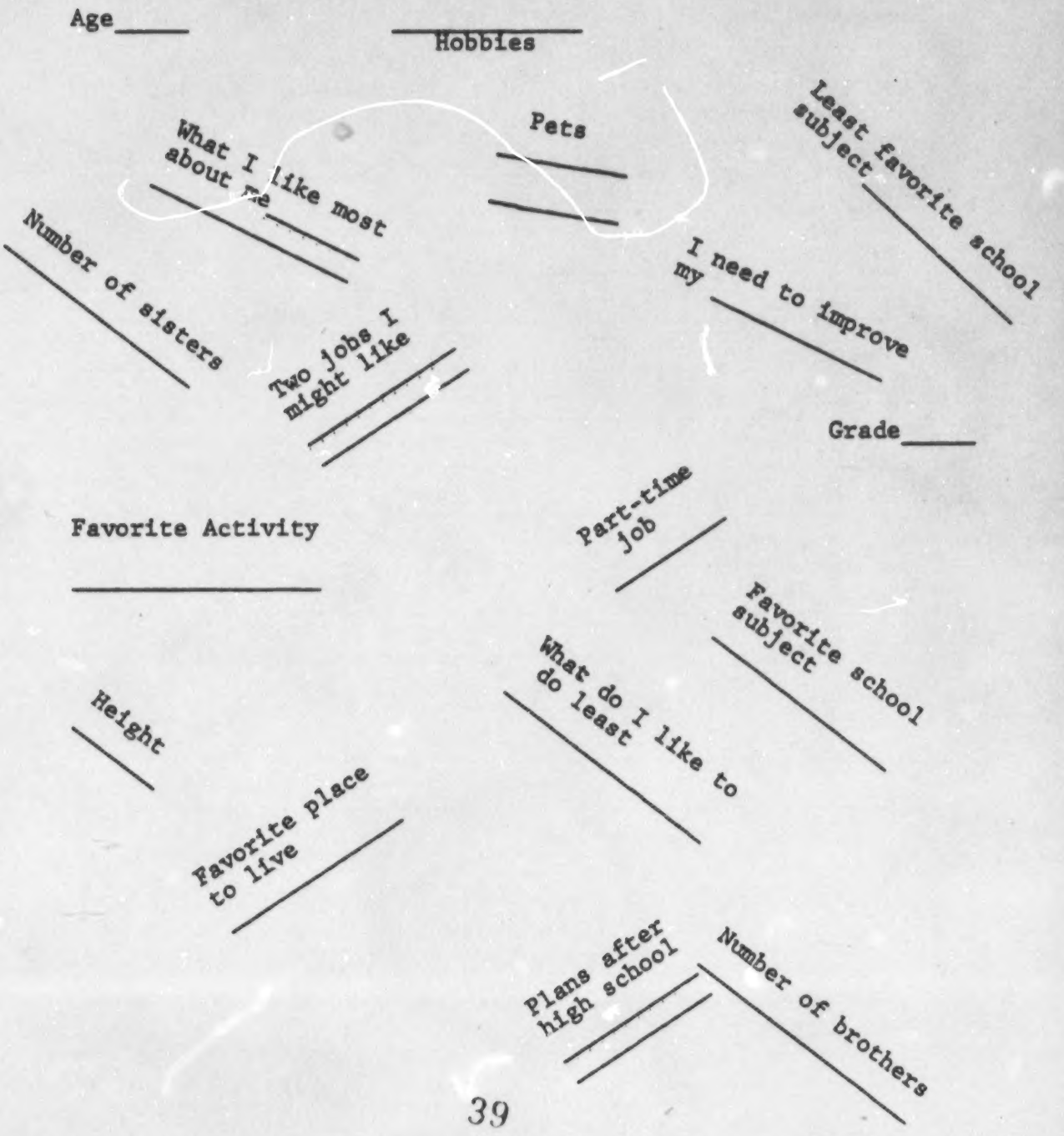
I am. . .	I can. . .	I like to. . .	I don't like. . .	My Family and Friends Are

Unit I

Language Arts

Activity Three

"The Mystery of Me" Worksheet



Unit I

Language Arts

Activity 5

"Me, Myself and I" Worksheet

You have already learned many things about yourself. You know if you like to read, swim, dance or talk a lot. You know whether you are a good listener. You have seen how people act when you are around them. Think about yourself and what you are like.

Below you will see a list of words which describe personality traits. Study each trait carefully and decide how you would rate yourself for each one. Put a check in one of the boxes under Excellent, Good, Average, or Poor for each trait.

Traits	Excellent	Good	Average	Poor
Neatness				
Appearance				
Friendliness				
Punctuality				
Self Control				
Honesty				
Dependability				
Attitude				
Courtesy				
Health				
Tact				
Use of Voice				
Initiative				
Loyalty				
Desire to Succeed				
Enthusiasm				
Open Mindedness				
Foresight				

Unit I

Language Arts

Activity Six

"Word Search" Worksheet

Find the words that are values.

B	A	S	M	P	N	F	K	T	I	M	E	M
S	H	E	Z	O	B	F	A	M	I	L	Y	L
R	O	C	V	W	E	Z	Z	M	Z	E	N	T
E	N	U	U	E	A	F	N	O	R	N	K	C
S	E	R	T	R	U	R	P	M	E	J	Z	R
P	S	I	S	M	T	I	L	O	L	O	N	E
E	T	T	W	C	Y	E	V	N	I	Y	M	A
C	Y	Y	F	K	L	N	U	E	G	M	Z	T
T	Z	O	B	C	D	D	Y	Y	I	E	F	I
U	P	Z	L	M	Z	S	Z	N	O	N	D	V
W	S	O	F	T	V	X	U	S	N	T	C	I
O	T	A	C	A	T	P	N	M	L	H	G	T
R	N	I	M	N	M	Z	L	O	V	E	F	Y
K	M	L	A	Q	X	E	P	E	A	C	E	D
X	H	E	A	L	T	H	S	M	U	X	C	B
Y	S	T	V	C	H	A	L	L	E	N	G	E

THESE ARE THE WORDS YOU WILL BE LOOKING FOR:

RESPECT
PEACE
BEAUTY
HONESTY
RELIGION

LOVE
FAMILY
FRIENDS
MONEY
SECURITY
HEALTH

FAME
CHALLENGE
CREATIVITY
ENJOYMENT
TIME
POWER

Unit I

Language Arts

Activity 7

VALUES INVENTORY

1. Which is most important in a friendship?
   _____ loyalty
   _____ generosity
   _____ honesty

2. Which season do you like best?
   _____ winter
   _____ summer
   _____ spring
   _____ fall

3. If I gave you $500, what would you do with it?
   _____ save it
   _____ give it to charity
   _____ buy something for yourself

4. Which do you think is most harmful?
   _____ cigarettes
   _____ marijuana
   _____ alcohol

5. How late should 14 year olds be allowed to stay out on a weekend night?
   _____ 10 P.M.
   _____ 12 A.M.
   _____ it's up to them

6. If you were a parent, how late would you let <u>your</u> 14 year old stay out?
   _____ 10 P.M.
   _____ 12 A.M.
   _____ it's up to him/her

7. Where would you rather live?
   _____ on a farm
   _____ in the suburbs
   _____ in an inner city

8. Which do you like best?
   _____ winter in the mountains
   _____ summer by the sea
   _____ autumn in the country

9. Which would you rather be?
_____an only child
_____the youngest child
_____the oldest child

10. Which pet would you rather have?
_____a cat
_____a dog
_____a turtle
_____a parakeet

11. Which would you least like to be?
_____very poor
_____very sickly
_____disfigured

12. Whom would you most like to marry? A person with
_____intelligence
_____personality
_____sex appeal

13. What would you be most likely to do about a person who had bad breath?
_____directly tell him/her
_____send an anonymous note
_____nothing

14. Which would you rather have happen to you if you had bad breath?
_____be told directly
_____receive an anonymous note
_____not be told

15. When you worry about your mark on an exam, do you think about
_____yourself
_____your parents
_____pleasing your teacher
_____getting into college

16. Which type of teacher do you like the most?
_____strict in the classroom but little homework
_____strict in the classroom and much homework
_____easy-going in the classroom but much homework

17. Which would you most like to improve?
_____your looks
_____the way you use your time
_____your social life

18. How do you have the most fun?
_____alone
_____with a large group
_____with a few friends

19. If you had $500 to spend on decorating a room, would you spend
_____$200 for an original painting, the rest on furniture
_____$400 on furniture and $100 for an original painting
_____entire sum on furniture

20. Pretend you are married and have your own family. Your mother has died and your father is old. What would you do?
_____invite him to live in your home
_____place him in a home for the aged
_____get him an apartment for himself

21. Which would you rather receive from your sister for your birthday?
_____$5 to buy yourself something
_____a $5 gift of her choice
_____something she made

22. If your parents were always fighting, which would you rather have them do?
_____get divorced, and your father leave home
_____stay together and hide their feelings for the sake of the children
_____get divorced, and live with your father

23. What would you do for your parent's anniversary?
_____buy them a nice present
_____make them a big party
_____take them out to dinner and a show

24. If you had two hours to spend with a friend, which would you do?
_____stand on a corner
_____go to a movie
_____go for a walk
_____go bowling

25. You've spent a great deal of time picking a gift for a friend. You give it to him/her personally. What would you rather have him/her do if he/she doesn't like the gift?
_____keep the gift and thank you politely
_____tell you he/she doesn't like the gift
_____return the gift to the store without telling you.

26. Which do you think is the most religious thing to do on a Sunday morning?
_____go to church to hear a very good preacher
_____listen to some classical music on the radio
_____have a big breakfast with the family

27. Which of the following measures should be taken to solve the problem of too many people on earth?
_____legalize abortion
_____limit each family to two children and sterilize the parents afterward
_____distribute birth control information everywhere
_____trust people's common sense to limit the size of their families.

28. Imagine you are living with a family of a different religion for a few months. At meals they say a prayer from a religion different from yours. Would you
_____join in
_____sit silently
_____try to get them to change the prayer to a more universal one

29. What would you think if you saw a man burning a dollar bill?
_____that the man is foolish
_____that the man has integrity
_____why doesn't the man give me that dollar

30. If you were suddenly given a lot of money and became a millionaire, would you
_____share your wealth through charities, educational trusts, etc.
_____continue in your present job and activities
_____really live it up

31. If you had $10 you didn't need for something else, would you
_____get a newspaper subscription
_____buy another shirt or blouse
_____treat a friend to dinner

32. If you already had a lot of money and you were given $10,000, what would you do
_____put it all in a savings bank
_____invest it all in the stock market
_____spend it all

33. Which of these jobs would you like most?
_____hard and dirty work at $80 per week
_____clean and easy work at $40 per week
_____dirty but easy work at $60 per week

34. Which do you most want money for?
_____to buy your own food and clothing
_____to go places on your own
_____to feel independent

35. Where would you seek help in a strange city?
_____a church
_____a polic station
_____hippy headquarters

36. Which would you find easiest to do?
_____help with a Thanksgiving food drive for poor people
_____help other students
_____be a hospital volunteer worker

37. In your leisure time, what would you most like to do?
_____weave, make pottery, or do some craft
_____play a guitar
_____water ski

38. Which would you most like to be?
_____owner of a small business
_____employee in a large business
_____employee in a small business

39. Which would you most like to see?
_____all races of people living together
_____separate nations for each race
_____separate areas within communities for each race and/or nationality

40. Where would you least like to live?
_____in an apartment
_____in low income housing project
_____in a house you own

41. Which do you like to do most?
_____play tennis
_____play football
_____swim

42. Which would you like to do most?
_____learn to skin dive
_____learn to ride a mini-bike
_____learn to ride a horse

43. Which would you like to do most?
_____travel by automobile
_____travel by bus
_____travel by airplane
_____travel by train

44. Which would you like to do most?
_____learn to fly an airplane
_____learn to drive a car
_____learn to ride a motorcycle

45. Which would you like to do most?
_____become a teacher
_____become a child care worker
_____become a sales clerk

46. Which would you like most?
_____Math
_____English
_____Social Studies

47. Which do you like best?
_____jello
_____pie
_____ice cream

48. Which would you least like to be?
_____a prison guard
_____a garbage collector
_____an assembly line worker

49. Whom do you like least?
_____a shoplifter
_____a drug pusher
_____a confidence man

50. Which is the most serious problem in your school?
_____apathy
_____drugs
_____discipline

51. Which would you be most willing to do?
_____serve in the armed forces
_____serve in the Peace Corps to help poor people in other countries
_____work in an urban ghetto to help people in our country

52. In which of these situations would you be most likely to try to do something about?
_____a car parked with its' headlights on in broad daylight
_____a dog has scared a kitten up a telephone pole
_____several boys are trying to tie tin cans to the tail of a dog

53. If you had a lot of money, how would you spend it?
_____on travel
_____on education
_____on entertainment

54. Which would you least like to be?

_____deaf
_____an amputee
_____blind

55. What would you most like to do with your friends during leisure time?

_____play a sport or game
_____go to the movies or watch TV
_____just talk
_____play cards

Review your papers. Did you learn or re-learn things about yourself or your values? Be prepared to discuss the following open-ended statements:

I learned that I. . .

I re-learned that I. . .

I noticed that I. . .

I discovered that I. . .

I realized that I. . .

I was surprised that I. . .

I was pleased that I. . .

I was displeased that I. . .

Unit I

Language Arts

Activity 8

"Your Values and Your Job" Worksheet

Activity six helped you see your values. You must think about your values when you set career goals. Learning about yourself will help you to think about your future.

Knowing about your values will not tell you which career to choose but it can help you decide which careers would not be right for you.

Example: If you value time with your family you may not want a job which would require you to travel.

If you value creativity you would want a job that allows you to develop your ideas.

If earning a lot of money is important, you would not choose a low paying career.

The important thing to remember is to choose a career that does not conflict or oppose your values.

Think about the values you listed in activity six. Go back and study those values if you have forgotten them.

List some jobs that:
1. Do not conflict with your values.
2. Do conflict with your values.

Jobs that do not conflict with your values:	Jobs that do conflict with your values:
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____

Unit I

Language Arts

Activity 9

"And Now, A Word About Myself" Worksheet

Can you match the words on the right with their meaning on the left?

_____	How you feel about yourself	A. creative
_____	Getting the job finished	
_____	To see the funny things in life and be able to laugh at yourself	B. ability
_____	To be able to say and do things so that you don't hurt anyone's feelings	C. accomplishment
_____	Something you can do well	D. interests
_____	Something belonging just to you and no one else	E. personality
_____	Those things in life that are most important to you	F. sense of humor
_____	A goal that you can reach	G. talent
_____	If you can listen and consider ideas that are different from your own you are	H. life style
_____	The things you like to do or talk about	I. self-concept
_____	How you look, talk and act is your	J. unrealistic
_____	The way you live, how your spend your time and your money	K. tact
_____	Special ability which is not learned which makes something easy to do	L. goals
_____	Something you plan for and work to achieve	M. foresight
_____	What you will do in your life to earn a living and feel worthwhile	N. personal
_____	Feeling sure of yourself, trusting your ability	O. career
_____	Always being on time	P. open minded
_____	Getting things done on your own without being told	Q. realistic
_____	A task, goal or idea that cannot be completed	R. values
_____	To look ahead and plan for your future	S. confidence
_____	The ability to think of new ideas and make new things	T. prompt
		U. initiative

Unit I

Language Arts

Activity Eleven

MILESTONE

From the time we are born we begin to experience many events and changes in our lives that affect the way we think, act and look. The combination of those three things is called your personality. In order to understand yourself better you need to look at the milestones in your life. What do you think the word "milestone" means. Discuss it with your classmates and teacher.

1) Now that you know what the word milestone means, take a look at your past and see whether you can list some of the things you have done that were milestones in your life.
   A) _____
   B) _____
   C) _____
   D) _____
   E) _____

2) List some things that someone else has done that were milestones in your life.
   A) _____
   B) _____
   C) _____
   D) _____
   E) _____

3) Look back over the milestones you have recalled. See whether you can list the changes that have occurred in your life because of those milestones.
   A) _____
   B) _____
   C) _____
   D) _____
   E) _____

4) Think about how you coped with those changes. What kind of action did you take if any? When faced with a new situation or a change in an old one you may have to make a choice about how you will act. The choice may not always be easy, but it must be made. Think about the following statements:

A) I feel I can be successful in a new situation.
B) I would rather ignore change and just let it happen.
C) I enjoy new experiences and changes in my life.
D) I would rather have things remain the same from day to day.
E) I don't feel comfortable when I know that things are changing.

We all face the milestones in our lives in different ways. Do you see a pattern in the way you react to new events or changes that happen in your life? After you have answered the last questions talk it over with your classmates.

5) Now that you have studied your milestones, the changes they have caused, and how you've handled those changes, answer the following questions:
   A) Do the milestones have anything in common?
   B) Which were the most important-- those which came about because of something you've done or something done by someone else?
   C) Does my list of milestones show I am interested in friends, family, personal satisfaction, knowledge, security, success?
   D) Do you feel that you have good luck or bad luck? Why?
   E) What did you learn about yourself today and in the past? How have you changed?

Unit I

Language Arts

Activity 12

"Getting It All Together" Worksheet

On the chart below, write five occupations you find interesting. Answer the questions by writing Yes, No or ? in each box. You will have to think about your values, abilities, personality, training, salary and employment outlook for the occupation. Go back to Activities 1-10, or talk with your teacher if you need help.

Occupations that Interest Me	Does It Match My Values?	Do I Have the Ability To Do the Job?	Do I Have the Personality for the Job?	Can I Get Necessary Training?
1.				
2.				
3.				
4.				
5.				

Does the salary suit me?_____

Is the employment outlook good?_____

Think! Which two jobs would you like to be doing when you finish high school?

_____

Why?_____

Which job would you like to be doing 10 years from now?

_____

Why?_____

Unit I

Social Studies

Activity I

Facts About Me

Think about yourself and fill in the blanks below.

Name:_____

Address:_____

Brief Physical Description:_____

Brothers and/or sisters and their ages:_____

Best friend:_____

Favorite song:_____

Favorite T.V. show:_____

Favorite foods:_____

Favorite color:_____

Favorite school subject:_____

In my free time I usually_____

At home I am expected to_____

Someday I would like to_____

I would like to change_____

One thing I really like is_____

I don't like_____

I feel happy when_____

I get mad when_____

When I am alone I_____

I worry about_____

I like my friends to be _____

I think it's very important to_____

Being fair means_____

I am really good at _____

Money means_____

If I had three wishes they would be:

1._____

2._____

3._____

In one year I would like to_____

I could help someone_____

I could use some help with_____

I have learned that I_____

Unit I

Social Studies

Activity I

What Makes Someone Famous?

You have learned some things about your personality and the personality of a famous American. Do you have anything in common with that famous person? How are you alike? How are you different? Think about yourself and the famous American you studied. You will see a list of values on the left side of the page. Rate each value for yourself and for the person you studied.

Use the following numbers: Write the number 1 if the trait is not important to you or the person you studied. Write the number 2 if the trait has some importance to you or the person you studied. Write a number 3 if the trait is very important to you or the person you studied.

Value	Famous Person	Yourself
looks		
skill		
conformity		
loyalty		
wealth		
honesty		
sportmanship		
health		
love		
happiness		
freedom		
success		
power		
justice		
faith		
intelligence		
religion		

Questions:

1. What values do you share with the person you studied?

   _____

2. Which of your values are different from the person you studied?

   _____

Unit I

Social Studies

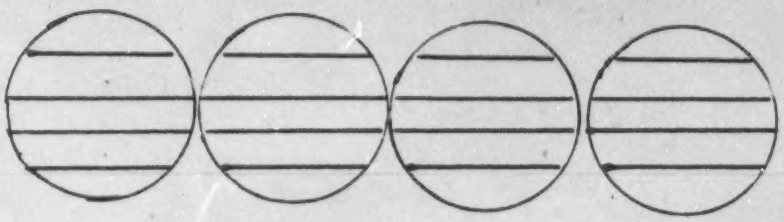
Activity Three

My Family Career Tree

Fill in the circles with the information you have learned about your family. Write the person's name, date of birth, place of birth and occupation in the circles.

Your Grand-Parents

Grand-mother | Grand-father | Grand-mother | Grand-father

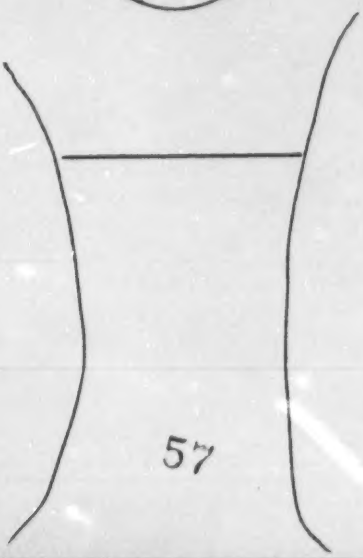


Your Parents

Father | Mother

Children in Your Family

Write your family's last name on the trunk.



Unit I

Math/Science

Activity One

"Where There's A Will There's A Way"

Did you know that many occupations began because people needed and wanted things they did not have? Because of these needs and wants, people in the past and present have worked and are still working to invent new things. Sometimes the inventions happened by accident and sometimes they were planned but new ideas and new discoveries have always led to new jobs. Read the following examples:

> Thomas A. Edison invented the phonograph on November 21, 1877.
>
> Iron ore was discovered in the Mesabi Mountain in Minnesota on September 11, 1844.
>
> The first United States Automobile Show opened in New York on November 3, 1900.
>
> Apollo XII returned from the Moon on November 24, 1969.

1. Think about the world you live in today. What do you think is a present day need? Get together with your classmates and see how many needs you can name in the next few minutes. Write those needs on the lines below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Now that you have decided on the important needs of today, try to imagine ways to take care of those needs. Share your ideas with your classmates and see whether you can learn some ideas from them.

3. With your classmates, see whether you can use your information to invent something that could be used to take care of the needs or wants you listed. Share your ideas with your classmates and listen for their ideas.

4. Take your new invention and think about it for a minute. How will it be made? Who will produce the invention? Who can use it? How many people will it help? After you have thought about answers to these questions, use your imagination and list all of the jobs that you think would be needed to make your invention work. Write those jobs below.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. After you are finished, share the ideas with your classmates. Make a list on the chalkboard of all the new jobs you have discovered.

Unit I

Math

Activity 3

How Do You Spend Your Time and Money?

The following activity will give you some more information about the things you like to do, how to spend your money and how you have changed in the past 5 years.

Instructions:

1. Fill in the activity chart by writing fifteen (15) things you like to do. Include some daily activities which include math. Examples: shopping for clothes, bowling, or playing cards.

Activity Chart:

Activity You Like To Do	Cost	Planning	People	N5	Top5	Bottom 5
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

2. When your list is finished:
   a. Put in the "Cost" column, how much money this activity would cost.
   b. For the activities that take some planning, put a check mark in the planning column.
   c. Write an "A" in the "People" column if you do the activity alone. Put and "O" in the column if you do the activity with others.
   d. Put a check in the column marked "N5" for every activity that you could <u>not</u> do <u>five</u> years ago.

3. Now choose the top five activities you like best from the list of 15. Rank them by giving the one you like the most the #1. Now continue until you have put the other four in order. Number 5 should be the one you like the least.

Now choose the bottom five activities you don't like from the list of 15. Rank them so that number 5 is the one you like the least. Write your Top and Bottom choices below:

Top Five	Bottom Five
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____

4. From the information on your chart answer the following questions.
   a. I learned that I_____
   b. I was pleased that I_____
   c. I am interested in things that_____
   d. I was surprised that I_____
   e. I did not like the fact that I_____
   f. My activities will prepare me to_____
   g. I use math in the following activities:_____
   _____
   h. Math is important/unimportant to me because____
   _____
   (Circle one)
   i. From studying my activities, I might like a career in_____
   j. From studying my activities, I might like the following career which uses math_____

Unit II

Language Arts

Activity One

Tommy Nogoals

There was once a boy named Tommy who didn't know what to do with himself. Not just sometimes, but always.

When he was in school he longed to be out, and when he was out, he longed to be in. On the way he thought about coming home, and coming home, he thought about going. Wherever he was, he wished he were somewhere else and when he got there, he wondered why he had bothered. Nothing really interested him, least of all things that should have.

"It seems to me that almost everything is a waste of time!" he remarked one day as he walked dejectedly home from school. "I can't see the point in learning to solve useless problems. . ." And, since no one bothered to explain otherwise, he regarded the process of seeking knowledge as the greatest waste of time.

Deciding what you want or what is worthwhile requires decision-making. In order to make decisions that are right for you, you must begin to get to know yourself. You must become aware of the usefullness or consequences of the decisions you make.

Many people find it easier to make day-to-day decisions if they have set goals for themselves. Some goals are set that can be accomplished in a very short period of time--from one day to one year. Other goals are set that take a longer period of time to accomplish. Your long-range goals may take many years to accomplish.

It is important for you to set goals. The goals you set will give meaning to what you do day by day and also help you plan for the future.

Below are several goal statements. Read each statement. Decide whether the statement is a long-range or short-range goal. Write L for long-range goal and S for short-range goal.

_____ 1. I want to go to a music concert next week.
_____ 2. I would like to have enough money to retire by the time I am 50 years old.
_____ 3. I want to be a postal clerk.
_____ 4. I want to make five new friends this 9 weeks of school.

_____ 5. I want to have a better life than my parents.
_____ 6. I want to get married before I am 25 years old.
_____ 7. I want to make better grades on my report card.
_____ 8. I want a new pair of shoes.
_____ 9. I want to learn how to ride a skateboard.
_____10. I want to earn $60 a week this summer.

Unit II

Language Arts

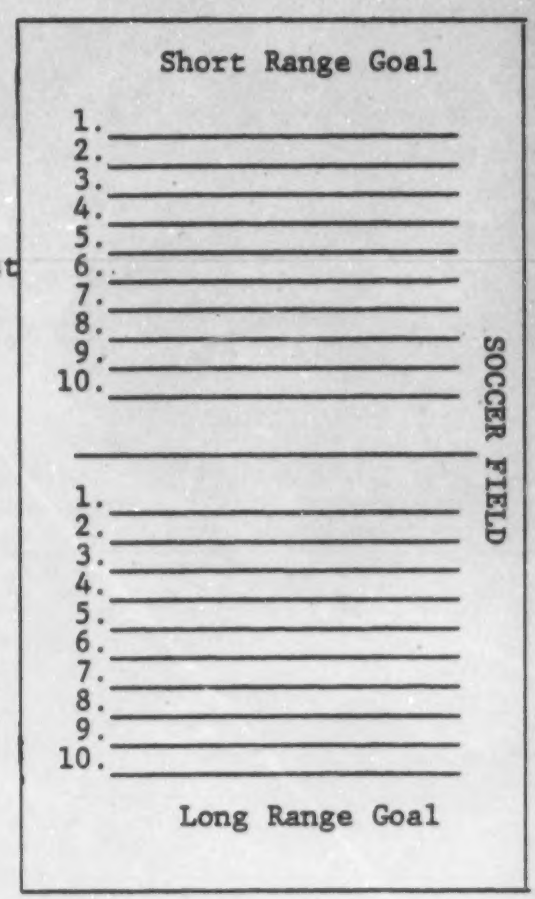
Activity Two

"You're the Goalie" Worksheet

Read the list of Goals below:

1. Write the Short Range Goals on the top half of the soccer field.
2. Write the Long Range Goals on the bottom half of the soccer field. You will score 1 point for each correct goal you make. Good Luck!

1. Get a good grade on Friday's test
2. Buy a new car
3. Clean my room
4. Finish my math homework
5. Buy a hamburger after school
6. Go to college
7. Do my chores at home
8. Own my own business
9. Earn a high school diploma
10. Ride my skateboard
11. Marry and have two children
12. Remember to bring paper and pencil to class everyday
13. Make a new friend
14. Get a babysitting job
15. Bake a pie
16. Become a police officer
17. Get to school on time
18. Help my little brother/ sister learn to ride a bike
19. Buy my own home
20. Take a trip around the world



Write two short-range goals that you would like to achieve.

1. _____
2. _____

Write two long-range goals that you would like to achieve.

1. _____
2. _____

Unit II

Social Studies

Activity One

"We Are All Explorers" Worksheet

You have been exploring your values, abilities, interests and personality so that you can begin to make some plans for your future. You have also learned that it is important to set goals that will give meaning to what you do day by day. By setting long-range goals and short-range goals, you are planning for your future. Today you are beginning to explore a very important and exciting path...the pathway of your life.

To begin, set a personal short-range goal for yourself.

My goal is:_____

_____

Now list the day to day activities that will lead you to this goal.

1._____

2._____

3._____

4._____

5._____

After you have finished, share your ideas with your teacher and classmates. Next try to set a long-range goal for yourself that you can attain a year from now. List the steps you will have to take to attain this long-range goal.

1._____

2._____

3._____

4._____

5._____

After you have finished, share your ideas with your teacher and classmates. Question: Can you see anything that you will have to change in your life (values, interests, work habits, abilities)?

Unit II

Social Studies/Language Arts

Activity Two

"Jumping Your Own Hurdles" Worksheet

A hurdle is something that you may know about from your P.E. class. That kind of hurdle is a bar that you must jump over when you are running a race. A hurdle can also be a problem or barrier that keeps you from doing something you really want or need to do. This is the kind of hurdle we will study today.

1. Write something that you would like to do or a decision that you would like to make. Try to think of something that you have been having trouble doing or something you just can't seem to get started.
Write it here: _____
_____
_____

2. List the hurdles which are keeping you from doing what you wrote on the lines above.

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____
i. _____
j. _____

List the steps that you could take to remove the hurdles and reach the goal you wrote on the lines above.

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____
i. _____
j. _____

3. Now study your list of hurdles very carefully. Can you see some that you may have imagined? Can you see the ones that are real? Write the letter "R" next to the hurdles that are real. Write the letter "I" next to the ones you may have imagined.

4. Study your hurdles again. Which ones come from inside and which ones come from people and things outside of you? Talk about this with your teacher and classmates.

5. Can you make a plan to help you overcome your hurdles? Talk about your plan with your classmates.

Unit II

Social Studies/Language Arts

Activity Three

"Can You Handle It" Worksheet

Think about some personal goals and the conflicts or barriers you must face in reaching those goals. Fill in the chart below to help you study your goals.

Step 1 Write your goal and the barrier you must face	Step 2 Place an X in the box to show the cause of the conflict				Step 3 Values Involved	Step 4 Abilities that can help	Step 5 The best way to deal with conflict
	People	Money	Time	Skill			
1. Example: I want to go to summer camp. I can't afford it.							
2.							
3.							
4.							
5.							
6.							

Unit II

Social Studies/Language Arts

Activity Four

"Reach for the Stars" Worksheet

	ONE YEAR	TWO YEARS	THREE YEARS
CAREER			
MATERIAL GOODS			
FAMILY			
EDUCATION			
SOCIAL			

Unit III

Language Arts

Activity II

"Pick A Cluster" Worksheet

1. Review the career clusters and choose three you would like to learn more about. Write them down.

a. _____
b. _____
c. _____

2. Now look carefully at the three clusters. See if you can list the title of 5 occupations for each of the three clusters.

STOP! Be sure and check with your teacher for more information. You may want to check the following sources:

a. Your media center and guidance office
b. The Dictionary of Occupational Titles
c. Occupational Outlook Handbook
d. Help wanted Ads and Yellow pages.

3. Write the name of 5 occupations for each of the 3 clusters.

First Cluster	Second Cluster	Third Cluster
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____

4. Look at the fifteen titles you have written. Think very carefully about each one. Now pick 5 occupational titles that interest you the most. List them under the Job Title heading. Next, write Yes or No to answer the questions: Do I have the ability to learn this job? Is the job available in my area? Will it help me reach my life goal?

Job Title	Do I have the Ability to Learn this Job/	Will it Help Me Reach My Life Goals?	Is the Job Available In My Area?
1.			
2.			
3.			
4.			
5.			

5. From the five choices above select your top choice. Be sure to study your answers to the questions above before you decide.

My Top Choice Is _____